
LEARNING STYLE AND STUDENTS' ACADEMIC PERFORMANCE, IS THERE ANY RELATION

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ABSTRACT

When a pandemic hit the entire planet almost one year ago, every facet of the teaching and learning process changed. It is included in the learning styles of students. Some problems were observed during online learning, particularly for students at the University of Muhammadiyah Jambi. Some students seemed to not have a good preparation in studying. There were some distractions when the learning process occurred online at that time. For their task, they were late in submitting the task. Because of these concerns, it appeared that there was some dispute about how students truly learnt through online learning. The purpose of this study was to report statistics on the different types of learning styles utilized by students in their English online learning. Neil Fleming's The VARK Questionnaire was used to analyze the data. The qualitative descriptive method was applied in this study. This study's population consisted of first semester Management Department students in the academic year 2020. There were three different classes: R.B1, R.A7, and R.B3. The findings revealed that most students in this study used a kinesthetic learning style. Then came auditory learning, which was followed by reading and writing learning styles. The final was visual learning style. Nevertheless, there was not a significant correlation between academic performance and students' styles of learning based on the test results.

Key Words: Learning Style; Online Learning

INTRODUCTION

Since the pandemic began, practically all corners of the world have used online learning. Elements of education are required to encourage learning in such a way that it continues to be successful even in the absence of face-to-face interaction. Teachers or lecturers are

expected to respond to the introduction of learning that began with traditional face-to-face procedures and progressed to online learning as a fundamental part of formal education. When it was announced at the University of Muhammadiyah Jambi that all studying must be done digitally, all lecturers quickly responded. They developed an

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online education development strategy that addressed instructional delivery, online classroom administration and oversight, and learning evaluation components. They were also instructed to choose appropriate learning tools with which they are accustomed. Even if all preparation had been done well, that didn't indicate that it was effective. When developing online learning, it is critical to consider the many types of learning styles.

Learning style is one of the most important factors in determining how students learn and has a significant impact on student learning practices, which in turn determines their learning outcomes. It describes how students acquire, store, and extract information. Some issues were discovered during online learning, particularly in English instruction for students at the University of Muhammadiyah Jambi. As we all know, the epidemic rendered the learning process virtual. Everything had been properly prepared in terms of preparation. The contents were built in such a way that students would not be bored during the online learning process. Not only was the teaching technique considered as well as it could be for the same purpose. However, the outcome was unsatisfactory. According to the tasks assigned, some of them completed the tasks incompletely and in

ways that were not expected. Sometimes the students' work was not completed as requested. And, perhaps most surprisingly, their final grade does not represent their growth. For example, during the learning process, she/he appeared to be paying close attention and absorbing the learning material, but her/his grade for the quiz given the following week was not very good, in contrast to the final grade that she received. Because of these concerns, it appears that there is a question about how they genuinely learn through online learning.

Understanding learning style in learning, is helpful for both lecturers and students. For students, they will find an appropriate way to choose supported media for learning certain subjects. It helps them to comprehend the topics of the subject. Sometimes, they might make a challenge for themselves to try to learn certain subjects by having other learning styles. It could help them more to be flexible in learning. Then, for the lecturers, they have faced considerable difficulties in capturing students' attention and interest. Exploring their learning styles might help them overcome their unfavorable perceptions, which will ultimately affect their academic achievement. Educators may be able to actively involve students in the learning process by matching the

learning activities and their preferred style.

In addition, there is currently not a great deal of research on the learning styles in online learning of undergraduate management students. As a result, the goal of this study is to investigate the association between learning style in online learning and academic performance among management students. Considering this link gives helpful insights for developing an effective beneficial strategy, promoting academic performance, and improving management education.

Online Learning

To explain online learning, various terms have been employed in the literature. As a result, creating a generic description is difficult. Anderson and Elloumi (2004) define online learning as an innovative technique to deliver teaching to a remote audience over the Web. However, today's definition of online learning encompasses more than simply the display and delivery of information via the Internet; it also includes the student who uses the Internet to obtain learning material and communicates with the course, teacher, and other students. It covers the learning process, which the student should aid for the learner to

receive and grow information as well as evolve from the learning experience (Anderson & Elloumi, 2004; Dietinger, 2003; Wentling, Waight, Gallaher, Fleur, Wang & Kanfer, 2000).

Online learning provides numerous advantages for increasing the efficacy of teaching and learning. It enables students to study and examine content at their own pace and in the manner that best meets their time and technique requirements. In contrast to traditional classrooms, it provides multimedia elements that give instant access to content and input from others.

However, both students and teachers face considerable challenges in the online learning environment. Some students may lack the necessary experience to select the most successful methods for acquiring the desired knowledge (Hsu, Lin, Ching, & Dwyer, 2009). While teachers just adapt their prior experiences and approaches to the online version, they believe it will function similarly to an offline class. Then, according to Ewest (2009), it is unsurprising that many teachers struggle to capture students' learning styles, even though they represent "one of the key components of the e-learning world."

There must be some steps that must be taken to overcome the hurdles listed above and reap the benefits of

online learning. Educators must adjust their instructional strategies to their pupils' requirements. They must broaden their experience and expertise of how to educate in an online format. In other words, teachers must create a non-monotonous teaching environment to prevent students from becoming disinterested in studying. It is possible to accomplish this by understanding their pupils' learning styles.

Learning Style

The definition of learning style varies greatly depending on the researcher's point of view. According to Naserieh and Sarab (2013), learning styles explain how an individual processes knowledge. This concept reflects the fact that one student may use a different approach to extract information than another student. According to Barmeyer (2004), learning style is a technique through which learners deal with difficulties and challenges in their learning. This idea complements the preceding one in that it allows pupils to challenge themselves when they are having difficulty obtaining information. According to Gantasala (2009), learning style relates to how students perceive, communicate with, and respond to the learning environment based on perceptual, emotional, and psychological qualities.

To summarize learning style, pupils differ in terms of what kind of teaching or study works best for them.

Different people learn in different ways (Alqunayeer & Zamir, 2015). The distinction may exist due to gender, age, culture, and so on. This is especially true for students in higher education. This has an impact on their learning style. They may learn more effectively visually, orally, or through other means. According to the VARK models, there are four types of learning styles: visual (V), auditory (A), read/write (R), and kinesthetic (K).

Learning style has an impact on learning achievement. In this regard, educators should think about it and design effective learning activities and environments to boost student engagement. According to Vaseghi et al. (2012), educators should grasp the differences in learning styles among students and improve students' learning strategies for successful learning.

Academic Performance

According to Narad and Abdullah (2016), academic performance is the learnings that is judged by educator through points and/or educational objectives defined by students and teachers to be accomplished within a particular time frame. Exams or continual evaluations are used to assess

this, and the purpose differs depending on the individual or institution.

Academic achievement is referred to as one's actual performance or skill in a particular subject area, compared to one's potential in educational goals as determined by assessments Deepa (2013: 103). In the University of Muhammadiyah Jambi, academic achievement is the calculation of student's grade in one semester.

METHODS

Research design

The research design is descriptive quantitative. It employs a qualitative phenomenological methodology to acquire a thorough grasp of the preferences of students' learning style. The result will be connected to students' academic performance.

Research site and participants

The research was held at Muhammadiyah Jambi University. This study's population consisted of first semester Management Department students in the academic year 2020. There were three different classes: R.B1, R.A7, and R.B3. All classes were chosen as the sample for the results to be more representative.

Data collection and analysis

The questionnaire was employed as the research tool in this study. Because it was not permitted to share the questionnaire in person, the questionnaire was typed using Google Forms. And the URL was distributed to the students. When answering the questionnaire, the respondent will read the question, comprehend it, and then provide replies. The VARK (visual, auditory, read/write, and kinesthetic) Questionnaire version 8.01 by Neil Fleming was used to assess learning styles. It was translated into Indonesian to make it easy for pupils to select the appropriate option. This questionnaire serves as a sensory mode for learning. During the learning process, these four learning modalities represent the students' backgrounds. This quiz has 16 multiple-choice questions. Each query offers four options (A, B, C, and D), each of which corresponds to a different type of learning style. The findings were achieved by the researcher by calculating the number of responses from the test object using a description of the Google form.

The chi-square test of association was employed to assess the relationship between students' academic performance and learning preferences to answer the main objective. Because the dependent and independent variables are categorical variables with more than

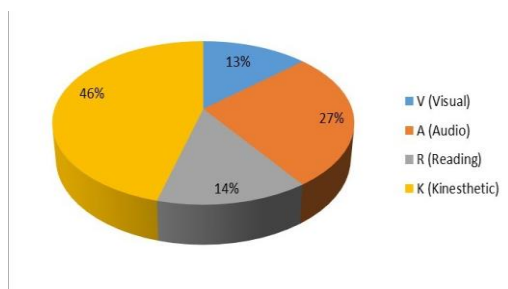
two groups, the chi-square test is utilized.

FINDINGS AND DISCUSSION

Findings

The Following is the collection of data on students' learning styles was discovered that the learning styles in these classrooms are diverse. The questionnaire results are as follows:

Figure 1. Students Learning Style



According to the results of the questionnaire, 13% of the 108 students used visual learning techniques, according to the table above. The auditory (aural) learning technique was adopted by 27% of students. As a result, 14% of students adopted the read/write learning technique. In addition, 46% of students adopted the kinesthetic learning technique. Most students in this poll used a kinesthetic learning approach, it might be stated.

Then, the following table shows the number of students' learning style and their academic performance.

Table 1. Students' Learning Style and Their Academic Performance Cross Tabulation

Learning Style	Students Grade			Total
	A	B+	B - C	
Kinesthetic	20	12	18	50
visual	7	4	3	14
Audio	9	13	7	29
Read/write	6	6	3	15
Total	42	35	31	108

Table 1 shows that students with Kinesthetic domain scored in the majority cluster of students who had grade A. Not only that, kinesthetics also had a majority cluster who had low score. Based on this point only, it reflects that kinesthetics do not always have a good score in academic performance. They also had the possibility of having a low score. Then, it needed to make sure whether there was any relation between learning style and academic performance.

The chi-square test is then used to assess the link between these two.

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5.518 ^a	6	.479
Likelihood Ratio	5.475	6	.485
Linear-by-Linear Association	.278	1	.598
N of Valid Cases	108		

a. 4 cells (33,3%) have expected count less than 5. The minimum expected count is 4,02.

The chi-square test is then used to assess the link between these two. Based on the table above, it may be seen that asymptotic significance of Pearson chi-square was 0.479. And it was bigger than 0.05. It could be concluded that there was no substantial association identified between learning styles and academic performance.

Discussion

Kinesthetic students typically learn through doing. According to Pritchard (2009), kinesthetic students excel at remembering details and relating emotions or physical experiences to memory. They are uninterested in listening to explanations or watching

television programs. It evolved because of the requirement for both visual and auditory consideration. Lightburn and Spada (2006) go on to say that hands-on training is required for the kinesthetic learner to "get it." Turning while studying would appeal to the kinesthetic learner. To summarize, kinesthetic students perform better in class because they experiment and interact emotionally. They retain information well because they participate in lessons, field trips, and role play on a regular basis.

The audio (auditory) students came in second place in the research results. Auditory learners are those who learn best by listening and spoken explanation. Reading aloud will assist kids remember details, especially while studying new material. Then, rather than doing something, they prefer to listen to a lecturer's lecture or another person's chat. According to Flemming (2012), auditory students may recall lecture content from a variety of courses and may be adept at memorizing elements such as music or lines for a theater performance.

Read/write student came in third place. They comprehend and remember what they read, and they frequently love learning. College courses have always been well-suited to the reading/writing learning style; these

students will take notes in most subjects and gain from reading them as a research mode. Read/write learners are more likely to engage in a web-based learning experience that requires a lot of reading when learning content is printed in words on the web browser (Battalio 2009).

The visual learner was the least common, accounting for 13% of pupils. Visual learners learn more effectively by seeing and seeing; they typically concentrate on pictorial and diagrammatic content. Visual learners generally rely on others. They choose to work in a collaborative work environment based on technology (Pamela 2011). Visual learners learn more rapidly and efficiently when instructional resources are presented visually (Fleming 2008). If collaborative resources are accessible, this sort of learner is more likely to interact with a web-based learning experience (Franzoni and Assar 2009). This is due to their abilities in group debate, knowledge exchange, and group learning.

To keep in mind when performing learning processes, particularly when learning English, this study focused on online learning, as it was known that there must be a difference between offline classes (face to face). According to Clark (2012), traditional face-to-face

courses differ from online e-learning settings in that synchronous learning is time and location-based, whereas asynchronous learning is time-varying and allows students to work freely at their own pace. However, the theories in the preceding paragraph were also validated, even though it was done using an online learning approach. When materials were provided interactively and students were requested to participate in presenting items, pupils tended to be more active. The lecturers used zoom, and the materials were created with power point and included some videos (role play) on it. Students paid more attention when it was played since they could immediately copy. They then applied the materials to their own lives. They were also really thrilled to act out role plays connected to the issue. Because most online classroom experiences are text-based, interactive technologies such as interactive flash animation, augmented reality environments, simulations, drag and drop technology, and game interfaces can be beneficial to this learner, according to O'Connor (2007).

And, for the chi square test result, it was found that there was no substantial relation between learning styles and academic performance. This result was similar to Gohar and Sadeghi

(2015). It could be figured that because the participants are high achievers, learning styles do not have a direct impact on their academic achievement. Other elements, such as their own awareness, personality, surroundings, or a variety of others, must have contributed to their CGPA range. Because most online classroom experiences are text-based, this learner may benefit from interactive technologies such as dynamic flash animation, virtual and augmented environments, modeling, drag and drop technology, and game platforms.

CONCLUSIONS AND SUGGESTION

As a result of the researcher's discoveries, several phenomena came from the field, which were identified, examined, and discussed. According to the data supplied, most Management Department students in the first semester of the 2020 academic year were kinesthetic. The results may be seen not just by evaluating the questionnaire, but also via the online learning process. According to the data, students do better when they experiment and participate physically in classroom activities. Students remember things well when students participate in sports, field excursions, and role play on a regular basis. They prefer for being kinesthetic learning style. It doesn't mean they have

a good score in academic performance. It goes since students' learning style has no relation to academic performance.

Then, this study only looks at students' academic performance and learning styles. Further research could investigate the effects of teaching reform strategies depending on learning style preferences. Diversification of teaching tactics may be able to accommodate a broader range of learning styles, hence reducing incompatibilities between learning and teaching styles.

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